



Autism Focused Intervention  
Resources & Modules

P II

## EBP BRIEF PACKET: PARENT-IMPLEMENTED INTERVENTIONS

UNC Frank Porter Graham Child Development Institute  
Autism Focused Intervention Resources & Modules  
Amsbary, A., & AFIRM Team, Updated 2025



The National Professional  
Development Center on Autism



FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE

# OVERVIEW OF CONTENT

1. **Table of PII Contents:** This list details the specific PII resources that apply to Parent-Implemented Interventions.
2. **What is PII:** A quick summary of salient features of Parent-Implemented Interventions, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
3. **Evidence-base:** The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Parent-Implemented Interventions.
4. **Planning Checklist:** This checklist details the steps for planning for Parent-Implemented Interventions, including what prerequisite learning of practices are needed, collecting baseline data of the interfering behavior if needed, and what materials/resources are needed.
5. **Other Resources:** Other resources may include decision trees, checklists, and/or template forms that will support the use of Parent-Implemented Interventions.
6. **Step-by-Step Guide:** Use this guide as an outline for how to plan for, use, and monitor Parent-Implemented Interventions. Each step includes a brief description as a helpful reminder while learning the process.
7. **Implementation Checklist:** Use this checklist to determine if Parent-Implemented Interventions are being implemented as intended.
8. **Monitoring Progress Checklist:** Use this form as a method for collecting and analyzing data to determine if the child on the spectrum is making progress towards the interfering behavior.
9. **Tip Sheet for Professionals:** Use this tip sheet, intended for professionals working with learners on the spectrum, as a supplemental resource to help provide basic information about Parent-Implemented Interventions.
10. **Parent Guide:** Use this guide intended for parents or family members of learners on the spectrum to help them understand basic information about Parent-Implemented Interventions and how it is being used with their child.
11. **Additional Resources:** This list provides additional information for learning more about Parent-Implemented Interventions as well as resources.
12. **CEC Standards:** This list details the specific CEC standards that apply to Parent-Implemented Interventions.
13. **Glossary:** This glossary contains key terms that apply specifically to Parent-Implemented Interventions.
14. **References:** This list details the specific references used for developing this PII module in numerical order.



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# PARENT-IMPLEMENTED INTERVENTIONS

## WHAT IS PII?

Many children on the spectrum have difficulty in their home environments during everyday routines and activities. Parents often desire to gain skills and practices that they can implement with their children throughout these routines and activities. Practitioners should use parent implemented interventions (PII) to train and coach parents to implement EBPs with their children throughout daily routines and activities. Parents are the primary implementers of PII, however, practitioners play a crucial role as the coach, encourager, and information provider.

## EVIDENCE-BASE:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Parent Implemented Intervention is a focused intervention that meets the evidence-based practice criteria with 27 single case design and 32 group design studies. Parent Implemented Intervention has been effective for early intervention (0-2 years), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), and high schoolers (15-18 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Parent Implemented Intervention can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, cognitive, communication, joint attention, mental health, motor, play, school readiness, and social.

## HOW IS PII BEING USED?

Parent-Implemented Interventions can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in home and community-based environments to coach family members.

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## EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

Efficacy must be established through high-quality, peer-reviewed research in scientific journals using:

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

### OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Parent Implemented Intervention is a focused intervention that meets the evidence-based practice criteria with 27 single case design and 32 group design studies. Parent Implemented Intervention has been effective for early intervention (0-2 years), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), and high schoolers (15-18 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Parent Implemented Intervention can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, cognitive, communication, joint attention, mental health, motor, play, school readiness, and social.

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

Age	Academic	Adaptive	Behavior	Cognitive	Communication	Joint Attention	Mental Health	Motor	Play	School Readiness	Social
0-2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3-5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-11		Yes	Yes		Yes		Yes		Yes	Yes	Yes
12-14		Yes	Yes		Yes		Yes				Yes
15-18			Yes		Yes						Yes



## EARLY INTERVENTION (0-2 YEARS):

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## ELEMENTARY SCHOOL (6-11 YEARS):

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- \* Stadnick, N. A., Stahmer, A., & Brookman-Frazee, L. (2015). Preliminary Effectiveness of project IMPACT: A parent-mediated intervention for children with autism spectrum disorder delivered in a community program. *Journal of Autism and Developmental Disorders*, 45(7), 2092-2104. <https://doi.org/10.1007/s10803-015-2376-y>
- \* Stiebel, D. (1999). Promoting augmentative communication during daily routines: A parent problem-solving intervention. *Journal of Positive Behavior Interventions*, 1(3), 159-169. <https://doi.org/10.1177/109830079900100304>
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- \* Zand, D. H., Bultas, M. W., McMillin, S. E., Halloran, D., White, T., McNamara, D., & Pierce, K. J. (2017). A pilot of a brief positive parenting program on children newly diagnosed with autism spectrum disorder. *Family Process*, 57(4). <https://doi.org/10.1111/famp.12334>





## MIDDLE SCHOOL (12-14 YEARS):

- \* Kurtz, P. F., Chin, M. D., Robinson, A. N., O'Connor, J. T., & Hagopian, L. P. (2015). Functional analysis and treatment of problem behavior exhibited by children with fragile X syndrome. *Research in Developmental Disabilities, 43-44*, 150-166. <https://doi.org/10.1016/j.ridd.2015.06.010>
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- \* Zand, D. H., Bultas, M. W., McMillin, S. E., Halloran, D., White, T., McNamara, D., & Pierce, K. J. (2017). A pilot of a brief positive parenting program on children newly diagnosed with autism spectrum disorder. *Family Process, 57*(4). <https://doi.org/10.1111/famp.12334>

## HIGH SCHOOL (15-18 YEARS):

- \* Kurtz, P. F., Chin, M. D., Robinson, A. N., O'Connor, J. T., & Hagopian, L. P. (2015). Functional analysis and treatment of problem behavior exhibited by children with fragile X syndrome. *Research in Developmental Disabilities, 43-44*, 150-166. <https://doi.org/10.1016/j.ridd.2015.06.010>
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Notes: \* denotes the study has participants in at least two age ranges  
**Bold denotes new studies since 2011 (2012 till 2017)**



## COACHING CYCLE & PARENT-IMPLEMENTED EBPs

Parent-Implemented Intervention (PII) is when parents learn how to help their child develop new skills or behaviors during everyday activities. A coach works with parents by showing them what to do, guiding them, and working together to practice strategies that are backed by research. The goal is to improve the child's skills and strengthen the way parents and children interact. PII helps parents use these strategies naturally throughout their daily routines, like mealtime, playtime, or bedtime, to support their child's learning and growth.

### The coaching cycle includes:

**Joint Planning** – The coach and parent work together to decide what to focus on. They make a plan for what the parent wants to learn and practice with their child.

**Observation** – The coach watches the parent and child interact or do an activity. This helps the coach understand what is working well and what might need improvement.

**Action** – The parent tries out new strategies or skills with their child while the coach supports and guides them.

**Reflection** – The parent and coach talk about what happened. They discuss what went well, what was challenging, and what could be done differently next time.

**Feedback** – The coach gives helpful advice and encouragement to the parent. This helps the parent feel confident and know what to keep doing or change.

### Below is a list of EBPs commonly used with PII (this is not an exhaustive list):

**Antecedent-Based Interventions (ABI)** Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior or lead to the reduction of the interfering behaviors.

**Functional Behavioral Assessment (FBA)** A systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.

**Modeling (MD)** Demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.

**Prompting (PP)** Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.

**Reinforcement (R)** The application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.

**Social Narratives (SN)** Interventions that describe social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.

**Task Analysis (TA)** A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps.

**Time Delay (TD)** A practice used to systematically fade the use of prompts during instructional activities by using a brief delay between the initial instruction and any additional instructions or prompts.

**Visual Supports (VS)** A visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts



## STRENGTHS & AREAS OF NEED

Child's Name: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Observer: \_\_\_\_\_

**Directions:** Observe the parent and child interacting for approximately 10 minutes. Note your observations. Then have a discussion with the parent.

### OBSERVATION NOTES:

Questions	Notes	Strengths & Areas of Need
In what activities do child and parent engage?		
Which activities seem enjoyable or less enjoyable?		
Does the child show interest in the parent? When and when not?		
In what ways does the parent attempt to gain the child's attention?		



Questions	Notes	Strengths & Areas of Need
What does the child enjoy playing the most? What toys does the child enjoy?		
Where is the child the most successful? What does the child seem to be good at?		
Where does the child struggle? What seems to cause the most distress or to be difficult for the child?		
Does the child seem to overfocus on any items or toys?		





## GUIDED DISCUSSION:

Questions	Notes
What is your child good at doing?	
Are there any activities that you see your child struggle with?	
What is your child's favorite game to play with you?	
What (if any) skills would you like to see your child gain?	
Does your child have any behaviors that interfere with their safety or learning?	
Is there any behavior you'd like to see improve in your child?	
What would you like to target in this intervention?	



# STRENGTHS & AREAS OF NEED - EXAMPLE

Child's Name: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Observer: \_\_\_\_\_

**Directions:** Observe the parent and child interacting for approximately 10 minutes. Note your observations. Then have a discussion with the parent.

## OBSERVATION NOTES:

Questions	Notes	Strengths & Areas of Need
In what activities do child and parent engage?	Blocks (stacking, throwing, looking at letters) Books Cars	Strengths: Nick stacked blocks nicely. Mom read the book and Nick listened.  Areas of Need: Nick seemed to be very interested in letters on blocks and wheels on cars
Which activities seem enjoyable or less enjoyable?	Books were enjoyable for both Nick enjoyed cars Some block play was interactive	Strengths: Books Interactive block play  Areas of Need: Nick seemed to over-focus on letters and wheels
Does the child show interest in the parent? When and when not?	Often – not with cars	Strengths:  Areas of Need: More interaction during cars
In what ways does the parent attempt to gain the child's attention?	Says name, with taps on shoulder Sings name	Strengths: Nick often responds when Mom uses sing-song voice  Areas of Need: Mom could increase in animation/silliness at times



## DATA COLLECTION: BASELINE

Child's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

**Directions:** Use this sheet to collect baseline data on the child's and parent's behaviors on the target behavior/goal/skill across daily routines and settings.

Setting/ Routine	Parent Behavior	Child Behavior	Notes



# FAMILY DAILY ROUTINES/ACTIVITIES PLAN

Child's Name: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Goal/Behavior/Skill: \_\_\_\_\_

**Directions:** Use this form as a guide support the family member using parent-implemented interventions with their child in daily routines and activities.

Morning Routine/ Activity	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Waking up	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Getting dressed	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Eating breakfast	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Brushing teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

Afternoon Routine/ Activity	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Napping	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Playing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Eating lunch/ snack	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Brushing teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No





Evening Routine/ Activity	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Going to sleep	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Changing clothes	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Reading story	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Eating dinner	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Brushing teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Bathing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

Other Routines	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Playdates/ Playgroups	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
School/ Childcare	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Playing Outside	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No



Outings	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Playground /Park	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Store	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Church	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Pool	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Restaurant	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Doctor	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Family	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

## ADDITIONAL NOTES:



# REINFORCER SAMPLING & CHECKLIST

Child's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Goal/Behavior/Skill: \_\_\_\_\_

**Directions:** Use this worksheet and checklist to identify and select reinforcers/rewards based on the child's preferred items, interests, and activities for **Positive Reinforcement** and **Token Economy**.

## CONDUCT A REINFORCER SAMPLING:

1. Sit in front of the child and hold up two items. Ask the child to "Pick one."
2. Wait 10 seconds for the child to indicate selection in manner that is appropriate for the child (e.g., verbalization, pointing, using an augmentative communication device).
3. Place the selected object in a container for child's selection and non-selected item in the not selected container.
4. Repeat steps 1 through 3 until half of the objects presented are selected.

Item 1	Selected?	Item 2	Selected?
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No

## LIST SELECTED REINFORCERS:



## LIST POTENTIAL REINFORCERS:

	AGE APPROPRIATE?	
1. What natural reinforcers could be used?	Yes	No
2. What activities, objects, and/or foods does the child select independently?	Yes	No
3. What phrases or gestures seem to produce a pleasant response from the child?	Yes	No
4. What does the child say they would like to work for (if appropriate)?	Yes	No
5. What reinforcers were identified by parents/family members and/or team members as being successful in the past?	Yes	No
6. Does the child require additional adaptations/modifications/supports? Such as visual supports or a communication device?	Yes	No
7. Have reinforcers/rewards for the child been identified based on the child's interests/preferred items and/or activities?	Yes	No
8. Are additional materials and/or resources for using Functional Behavior Assessment ready and available?	Yes	No



## FOODS FOR SNACKS/MEALTIME ROUTINES:

- |  |                                    |                                   |
|--|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Cheese          | <input type="checkbox"/> Fruit     | <input type="checkbox"/> Pretzels |
| <input type="checkbox"/> Chicken Nuggets | <input type="checkbox"/> Goldfish  | <input type="checkbox"/> Other:   |
| <input type="checkbox"/> Chips           | <input type="checkbox"/> Ice Cream | <input type="checkbox"/> Other:   |
| <input type="checkbox"/> French Fries    | <input type="checkbox"/> Pizza     | <input type="checkbox"/> Other:   |

## GAMES FOR PLAY/RECESS ROUTINES:

- |   |                                     |                                 |
|---|-------------------------------------|---------------------------------|
| <input type="checkbox"/> Burrito games with a blanket | <input type="checkbox"/> Peek-a-Boo | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Chase                        | <input type="checkbox"/> Tickle     | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Pat-a-Cake                   | <input type="checkbox"/> Other:     | <input type="checkbox"/> Other: |

## TOYS FOR PLAY/RECESS ROUTINES:

- |   |                                     |   |
|---|-------------------------------------|---|
| <input type="checkbox"/> Books              | <input type="checkbox"/> Legos      | <input type="checkbox"/> Remote controlled toys |
| <input type="checkbox"/> Cars/Trains/Trucks | <input type="checkbox"/> Noisy toys | <input type="checkbox"/> Other:                 |
| <input type="checkbox"/> Computer           | <input type="checkbox"/> Phones     | <input type="checkbox"/> Other:                 |
| <input type="checkbox"/> Doll house         | <input type="checkbox"/> Puzzles    | <input type="checkbox"/> Other:                 |

## SPECIAL INTERESTS FOR ACTIVITIES/ROUTINES:

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> Book Character:      | <input type="checkbox"/> Movie Character:   | <input type="checkbox"/> TV Show:    |
| <input type="checkbox"/> Book:                | <input type="checkbox"/> Movie:             | <input type="checkbox"/> Video Game: |
| <input type="checkbox"/> Cars, Trains, Trucks | <input type="checkbox"/> Music              | <input type="checkbox"/> Other:      |
| <input type="checkbox"/> Computers/Technology | <input type="checkbox"/> Numbers            | <input type="checkbox"/> Other:      |
| <input type="checkbox"/> Dinosaurs            | <input type="checkbox"/> Real-Life Person:  | <input type="checkbox"/> Other:      |
| <input type="checkbox"/> Letters              | <input type="checkbox"/> TV Show Character: | <input type="checkbox"/> Other:      |





# IMPLEMENTATION PLAN

Child's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

Directions: Complete this form with the parent.

## STRENGTHS & AREAS OF NEED FOR CHILD & FAMILY:

Strengths:

Areas of Need:

## SELECTED EBP(S):

☐ Modeling

☐ Visual Supports

☐ Prompting

☐ Other:

☐ Reinforcement

## SELECTED ROUTINES/ACTIVITIES:

☐ Mealtime

☐ Playtime

☐ Family Outing

☐ Bath time

☐ Dressing

☐ Other:

☐ Bedtime

## POTENTIAL BARRIERS & SOLUTIONS:

Barriers:

Solutions:

## ADDITIONAL NOTES:



# PLANNING CHECKLIST

Child's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

**Directions:** Complete this checklist to determine which if the parent is ready to use selected EBP with their child on the spectrum as well as if PII is ready to be implemented.

## PLANNING:

- ☐ Have strengths and areas of need been identified?
- ☐ Have daily routines and activities been identified?
- ☐ Has the target goal/behavior/skill been identified?
- ☐ Has baseline data and/or a functional behavior assessment been collected through direct observation of the toddler?
- ☐ Is the target goal/behavior/skill measurable and observable? Does it clearly state what the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ☐ Has the selected EBP been taught to the family member?
- ☐ Has a data collection system been developed?
- ☐ Does the child require additional adaptations/modifications/supports? Such as visual supports or a communication device?
- ☐ Have reinforcers/rewards for the child been identified based on the child's interests/preferred items and/or activities?
- ☐ Are additional materials and/or resources for using Parent-Implemented Intervention ready and available?



# FEEDBACK & PROBLEM-SOLVING GUIDE

Child's Name: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

**Directions:** While providing live feedback to parents, be sure to: observe closely, be specific, but simple, and provide positive feedback and constructive criticism. Work together with the parent to determine what barriers and problems might be and were actually encountered implementing the EBP and how to address or improve these issues.

Occurrence	Try saying...
If the parent seems to rush through the PII...	"You are so efficient in implementing PII! Let's see if we can slow it down a bit, then your child has more time to pay attention to you. Try counting to five in your head before expecting a response from your child."
If the parent seems to be hesitant or self-conscious in implementing the PII...	"I can tell your child really enjoys playing with you. Build on that when you try PII with your child."
If the parent is low on affect and silliness...	"I wonder if your child would engage a little better if you were extra silly. I know that can feel odd, but many children really respond well when their play partners are loud, extra expressive, and silly."
If the parent struggles implementing PII...	"This strategy/goal/target is a really difficult one! I think you are picking it up!"
If the parent is overly strict or expectant of their child...	"I can tell you really want your child to do this well – let's try giving him or her an extra five seconds before we expect him or her to respond."
If the child is particularly difficult to engage...	"Wow, your child is busy! Maybe we can work some more of his or her favorite things into our PII."

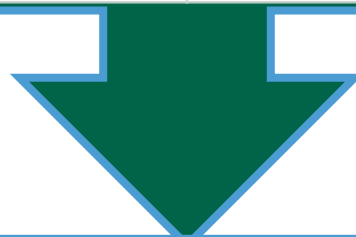
## Identify Barriers & Challenges

### Observe:

Do parent and child engage during activity?  
Does child enjoy activity?  
Is child receiving reinforcement?

### Ask Parent:

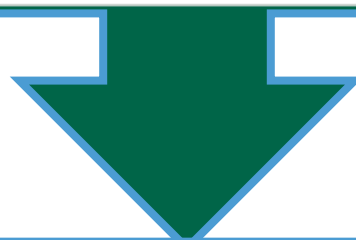
What do you think went well?  
What do you think went wrong?  
Do you think adjustments may help?



## Discuss Potential Solutions

### Ask parent:

What do you think might help overcome this challenge?  
Do you think your child is motivated to participate?  
What might motivate your child?  
Does your child seem bored or overwhelmed?



## Follow-up

### Observe:

Do child and parent engage after adjustments?  
Does child seem to enjoy activity more?  
Is child responding well to reinforcement?

### Ask parent:

Do you think it is going better?  
Are you having more fun?  
Do you feel the need for further adjustment?



Identified Problem	Potential Solutions	Follow-up & Additional Notes



## DATA COLLECTION: PARENT LOG

**Directions:** Monitor your child and their use of the target skill during routines and activities to determine if your child has made progress.

Target Behavior or Skill	Date/Time	Routine/Activity	Implementer	EBPs Used
		<input type="checkbox"/> Mealtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:	<input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Grandma <input type="checkbox"/> Grandpa <input type="checkbox"/> Caregiver <input type="checkbox"/> Other:	<input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:

**Results & Outcomes:**

Target Behavior or Skill	Date/Time	Routine/Activity	Implementer	EBPs Used
		<input type="checkbox"/> Mealtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:	<input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Grandma <input type="checkbox"/> Grandpa <input type="checkbox"/> Caregiver <input type="checkbox"/> Other:	<input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:

**Results & Outcomes:**





# MONITORING PROGRESS CHECKLIST

**Child's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Complete this checklist to determine if the child is making progress with using Parent-Implemented Interventions.

## MONITORING PROGRESS:

- ☐ Has the child achieved the target goal/behavior/skill?
- ☐ Is the target goal/behavior/skill measurable and observable? Does it clearly state what the target goal/behavior/skill is, when it will occur, and how team members/observers will know it has been mastered?
- ☐ Is the behavior being targeted during appropriate routines and activities?
- ☐ Are there potential distractions pulling the learner's attention away from the goal?
- ☐ Is reinforcement being used with the PII? If so, is the learner aware of reinforcement because of participation in PII? Is the reinforcer still a preferred item for the learner?
- ☐ Is the goal still a priority for the parents and family?
- ☐ Is PII used with fidelity? (Use the PII Implementation Checklist to determine fidelity.)
- ☐ Has the parent implemented the selected EBP with their child with fidelity?
- ☐ Does the child require additional adaptations/modifications/supports? Such as visual supports or a communication device?
- ☐ Has monitoring data been collected?
- ☐ Has using Parent-Implemented Intervention been reflected on?

# STEP-BY-STEP GUIDE

This step-by-step practice guide outlines how to plan for, use, and monitor Parent-Implemented Interventions.

## BEFORE YOU BEGIN...

Each of the following points is important to address so that you can be sure Parent-Implemented Interventions is likely to address the target goal/behavior/skill of your learner on the spectrum.



## HAVE YOU FOUND OUT MORE INFORMATION ABOUT...?

- ☐ Identifying the behavior...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

For more information about Parent-Implemented Interventions, please visit <https://afirm.fpg.unc.edu/>.

## STEP 1: PLANNING FOR PII

The planning step details the initial steps and considerations involved to prepare for using Parent-Implemented Interventions with a family member of a learner on the spectrum.


### 1. Identify strengths and areas of need

To ensure that family priorities are being addressed through PII.

-  Use the **Strengths and Areas of Need** to help you identify strengths and areas of need for PII.

### 2. Identify routines and activities

To incorporate PII into relevant family routines and activities.

-  Use the **Family Routines/Activities Plan** to help the parent identify times when to use PII.

Keep in mind that **Parent-Implemented Interventions** can be used to help family members of learners on the spectrum to decrease inappropriate behaviors and increase appropriate behaviors.

### 3. Select EBPs to target areas of need

Along with the family, determine EBP that will best accomplish the determined area of need/child goal and that will best fit into everyday family routines and activities.

- Note: Consider using the “Selecting an EBP” AFIRM module to determine most appropriate EBP for use.

### 4. Discuss selected EBP


Use existing AFIRM modules and materials to help the parent understand what the EBP is, why it should work, and how to implement it. Allow ample time for questions, concerns, and problem-solving together.

- Note: Check out the module on MD for more information about Modeling.
- Note: Check out the model on PP for more information about Prompting.
- Note: Check out the module on VS for more information about Visual Supports.

### 5. Determine reinforcers


Decide with the parent whether reinforcers will be used as part of PII.

- Note: Check out the module on R for more information about Reinforcement.

 Use the **Reinforcer Sampling & Checklist** to identify reinforcers.

### 6. Develop an implementation plan with the parent

Use the information gathered in the first five steps to plan with the parent when, how, and how often to implement the EBP as part of PII.

 Use the **Implementation Plan** with the parent to develop a plan for the parent to use the selected EBP.

### 7. Develop a data collection system

Talk with the parent to determine the most efficient way for the parent to collect data on implementation. Be sure to keep track of what is being targeted/used, when PII was implemented, who implemented it, and what happened.

 Use the **Data Collection: Parent Log** to collect data.

### 8. Prepare materials

If there are materials needed in order to carry out the PII, be sure to take time to ensure that they are readily available and accessible. Materials might include items needed for implementation and/or reinforcers.

## STEP 2: USING PII


This step details the process of implementing Parent-Implemented Interventions with a family member of a learner on the spectrum.

### 1. Arrange environment to address goals

Be sure that the environment is ready for PII to occur. This includes minimizing distractions and making sure the learner is ready to engage.

## 2. Follow the coaching cycle

The cycle of coaching begins with joint planning (during PII Planning), and the joint planning component is a constant throughout the coaching process, meaning that parents should be involved in decisions and planning throughout the process. Other elements of the coaching cycle include observation (modeling the EBP for the parent), action (parent practices), reflection (by parent), and feedback (by practitioner).

 Use the **Feedback & Problem-Solving** to provide constructive feedback to the parent.

## 3. Problem-solve to continue working on selected EBP

Conduct conversations with the parent where you and the parent talk about problems, challenges, or barriers encountered in PII and work together to find ways to overcome the problems or continue working on PII.

 Use the **Feedback & Problem-Solving** to help you facilitate the parent to problem-solve.

## 4. Continuously coach

Continue to coach and revisit necessary coaching principles individualized to each parent and family. Always include parents and families as active participants in PII.

# STEP 3: MONITORING PII

The following step details how to monitor the use of Parent-Implemented Interventions with a family member of a learner on the spectrum and how to determine next steps based on the data.

## 1. Review collected data

Look over data collected by parent and discuss with parent how everything is going during implementation. You may problem solve together with parents about encountered barriers while reviewing data.

## 2. Revisit accomplished skills

When parents have implemented a few different EBPs and/or targeted a few different learner goals, it might be helpful to revisit some of the already accomplished learner skills. This can build parent and learner confidence in addition to ensuring that skills are maintained.

### 3. Determine next steps based on learner progress

Collecting data will help team members decide about the effectiveness of using Parent-Implemented Interventions and whether the child on the spectrum is making progress. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If team members determine that the child is not making progress, consider the following:

- Is the target skill or behavior well defined?
- Is the target skill or behavior measurable and observable?
- If needed, was a functional behavior assessment conducted?
- Is the behavior being targeted during appropriate routines and activities?
- Are there potential distractions pulling the learner's attention away from the goal?
- Is reinforcement being used with the PII? If so, is the learner aware of reinforcement because of participation in PII? Is the reinforcer still a preferred item for the learner?
- Is the goal still a priority for the parents and family?
- Is PII used with fidelity? (Use the PII Implementation Checklist to determine fidelity.)

If these issues have been addressed and the child on the spectrum continues not to show progress, consider selecting a different evidence-based practice to use with the child on the spectrum.





# IMPLEMENTATION CHECKLIST

## BEFORE YOU START, HAVE YOU...?

- ☐ Identifying the target goal/behavior/skill...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

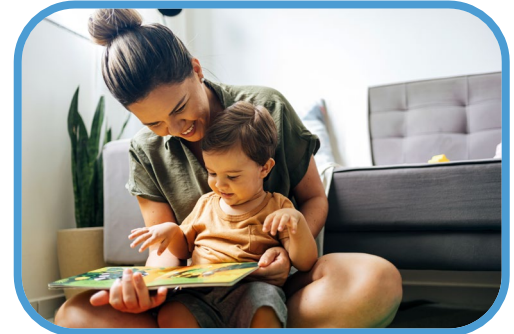
If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

Observation:		1	2	3	4	5
Date:						
Observer's Initials:						
<b>STEP 1: PLANNING</b>						
1.1	Identify strengths and areas of need					
1.2	Identify routines and activities					
1.3	Select EBP to target areas of need					
1.4	Provide information and discussion around selected EBP					
1.5	Identify reinforcers					
1.6	Develop implementation plan with parent					
1.7	Develop data collection plan with parent					
1.8	Prepare materials					
<b>STEP 2: USING</b>						
2.1	Arrange environment to address goals					
2.2	Follow the coaching cycle:					
2.2a	Model selected EBP for parent					
2.2b	Parent practices EBP with learner					
2.2c	Allow time for parent to reflect and discuss					
2.2d	Provide feedback					
2.3	Problem-solve to continue work on the selected EBP					
2.4	Continuously coach and individualize approach					
<b>STEP 3: MONITORING</b>						
3.1	Collect and analyze data on target behavior					
3.2	Revisit accomplished skills					
3.3	Determine next steps based on learner progress					

# TIP SHEET FOR PROFESSIONALS

## PARENT-IMPLEMENTED INTERVENTIONS ...

- Is a focused evidence-based practice for children and youth on the spectrum from 0-18 years old that can be implemented in home and community settings.
- Focuses on including parents in all steps of the process of implementation while applying a cycle of coaching practices to ensure that parents are successfully implementing PII and that PII is leading to improved learner outcomes



## WHY USE WITH LEARNERS ON THE SPECTRUM?

- PII may increase the hours of intervention received by a learner, as PII are implemented by parents during everyday routines and activities in which the family already engages.
- PII can be used to improve learner behavior and skills and parent/child interactions.

### TIPS:

- Help the parent learn to engage their child by using the learner's preferred interests and activities or imitating what the learner is doing.
- Use open-ended questions and facilitate parent-led planning, decisions, and problem-solving.
- Remember, PII should occur during routines and activities the family already does!

## INSTRUCTIONAL OUTCOMES:

The evidence-base for Parent-Implemented Interventions supports its use to address the following outcomes, according to age range, in the table below:

Age	Academic	Adaptive	Behavior	Cognitive	Communication	Joint Attention	Mental Health	Motor	Play	School Readiness	Social
0-2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3-5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-11		Yes	Yes		Yes		Yes		Yes	Yes	Yes
12-14		Yes	Yes		Yes		Yes				Yes
15-18			Yes		Yes						Yes

## STEPS FOR IMPLEMENTING:

### 1. PLAN

- Identify strengths and areas of need
- Identify routines and activities
- Select EBP to target areas of need
- Provide information and discussion around selected EBP
- Identify reinforcers
- Develop implementation plan with parent
- Develop data collection plan with parent
- Prepare materials

### 2. USE

- Arrange environment to address goals
- Follow the coaching cycle:
- Problem-solve to continue work on the selected EBP
- Continuously coach and individualize approach

### 3. MONITOR

- Collect and analyze data on target behavior
- revisit accomplished skills
- Determine next steps based on learner progress



### Parent-Implemented Interventions P II

This sheet was designed as a supplemental resource to provide basic information about Parent-Implemented Interventions for professionals working with families of learners on the spectrum.

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.

# PARENT'S GUIDE

## WHAT IS P11?

- Is a focused evidence-based practice for children and youth on the spectrum from 0-18 years old that can be implemented in the home and community-based settings through practitioner coaching.
- P11 is used to help improve child behaviors or skills and is implemented by parents throughout the family's everyday routines and activities.



## WHY USE THIS P11 WITH MY CHILD?

- P11 may help your child better participate in daily routines or activities or learn new skills.
- P11 has been used to improve child social communication skills, decrease problem behavior, and to increase child play skills.

## WHAT ACTIVITIES CAN I DO AT HOME?

- You and your practitioner will determine together what to target through P11.
- You and your practitioner will also explore your family's daily routines and activities to determine when it would be most beneficial for you to implement the P11. P11 should be naturally incorporated into your already existing routines and activities.
- Your practitioner will additionally provide coaching which includes modeling P11 and providing feedback while you practice to help you develop the skills to implement P11.
- Remember, in P11, parents are active participants and the primary implementers of the intervention. Be sure to collect data, ask any questions, and share any barriers or problems encountered in P11.

### Parent-Implemented Interventions P11




This parent introduction to P11 was designed as a supplemental resource to help answer questions about Parent-Implemented Interventions.

To find out more about how this P11 is being used with your child, please talk with:

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.

## ADDITIONAL RESOURCES

### APPS:

Icon	Developer	Name	Available	Pricing
	Handhold Adaptive, LLC	<i>iPrompts</i>	Android iPhone iPad	Starts at \$9.99
	Good Karma Applications, Inc	<i>First Then Visual Schedule</i>	App Store	14.99
	Bee Visual, LLC	<i>Choiceworks</i>	iPhone iPad	\$11.99

### BOOKS:

- Green, G., Luce, S. C., & Maurice, C. (2008). *Behavioral intervention for young children with autism: A manual for parents and professionals*. Austin, Tex: Pro-Ed.
- Ingersoll, B., & Dvortcsak (2019). *Teaching Social Communication to Children with Autism and Other Developmental Delays: The Project ImPACT Guide to Coaching Parents and The Project ImPACT Manual for Parents*. 2nd ed. Guilford Press
- Ozonoff, S & Dawson, G (2014). *A parent's guide to high-functioning autism spectrum disorder: How to meet the challenges and help your child thrive*, 2nd ed. Guilford Press



# CEC STANDARDS

## INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

### Standard 2: Partnering with Families

- 2.1 Apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.
- 2.2 Communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.
- 2.3 Engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

### Standard 3: Collaboration and Teaming

- 3.1 Apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.
- 3.2 Use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.
- 3.3 Partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.

### Standard 4: Assessment Processes

- 4.1 Understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program
- 4.2 Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.
- 4.3 Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.
- 4.4 In collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.





## **Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction**

- 6.1 In partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.
- 6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
- 6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.
- 6.4 Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
- 6.5 Identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.



## GLOSSARY

**Action** - element of the parent coaching cycle that involves the parent practicing the EBP

**Antecedent-Based Interventions (ABI)** - Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior or lead to the reduction of the interfering behaviors.

**Baseline data** - data collected on current performance level prior to implementation of intervention

**Duration data** - Records how long a learner engages in a particular behavior or skill.

**Event recording** - collects frequency data at every instance the behavior occurs

**Everyday routines and activities** - occasions where PII might be implemented by parents; examples include mealtimes, dressing, family outings, dressing, or anything a family would already be doing as part of their daily routine

**Family-capacity building** - treating families as active participants and ensuring they have necessary resources and information and that they feel confident and empowered to implement PII

**Family-centered practices** - practices that revolve around family needs and priorities

**Family-practitioner collaboration** - working together with families as partners

**Feedback** - element of the parent coaching cycle that involves practitioner providing constructive criticism, praise, and suggestions to the parent as the parent learns to implement PII

**Functional Behavioral Assessment (FBA)** - A systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.

**Generalization** - when the target skill or behavior continues to occur when the intervention ends, in multiple settings, and with multiple individuals (e.g., peers, teachers, parents)

**Interfering behavior** - is a behavior that interferes with the learner's ability to learn

**Joint planning** - element of the parent coaching cycle that involves practitioners and parents making decisions together regarding the implementation of PII

**Material reinforcers** - motivating to learners on the spectrum, but team members should vary these reinforcers with others to learners do not grow tired of them.

**Modeling (MD)** - Demonstration of a desired target behavior that results in use of the behavior by the child and that leads to the acquisition of the target behavior.

**Natural reinforcer** - occur naturally as a result of using the target behavior or skill.



**Naturalistic Intervention (NI)** A collection of techniques and strategies that are embedded in typical activities and/or routines in which the learner participates to naturally promote, support, and encourage target skills/behaviors.

**Observation** - element of the parent coaching cycle that involves the parent watching a model and/or practitioner watching the parent practice

**Parent-Implemented Intervention (PII)** Parent delivery of an intervention to their child that promotes their social communication or other skills or decreases their behavior that interferes with their safety or learning.

**Prompting (PP)** - Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.

**Reflection** - element of the parent coaching cycle which involves parent recalling what went well and what was challenging in the implementation of PII

**Reinforcement (R)** - The application of a consequence following a child's use of a response or skills that increases the likelihood that the child will use the response/skills in the future.

**Reinforcers** - increase the likelihood that the target skill/behavior will be used again in the future.

**Social Narratives (SN)** - Interventions that describe social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.

**Strengths and areas of need** - categories to identify with parents to determine what to target and how to implement PII

**Target behavior** - the behavior or skill that is the focus of the intervention. Behavior may need to be increased or decreased.

**Task Analysis (TA)** A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps.

**Time Delay (TD)** - A practice used to systematically fade the use of prompts during instructional activities by using a brief delay between the initial instruction and any additional instructions or prompts.

**Visual Supports (VS)** - A visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts



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